**CURRICULUM MAP Reading 10 Grade 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 10: Range of Reading and Level of Complexity**  Read and comprehend complex literary and informational texts independently and proficiently.  **Grade 11-12 Specific Literature Standard:**  By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, poems, at the high end of the grades 9–10 text complexity band independently and proficiently.  **Grades 11-12 Specific Informational Standard:**  By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. | Students will be able to independently read and understand complex text.  Students will engage in a range of reading and various levels of complexity. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * Why is it valuable to experience a topic through various formats? A subject across multiple genres? * How can reading complex texts create complex individuals? * What is the importance of reading mastery? * How does literature provide a model for living?   **Topical Questions:**  **Literature:**   * How will you help students read and comprehend literature? * How will you identify students’ needs in comprehending literature with the use of scaffolding so that they read on an independent level? * How has identifying the varying reading levels helped you become a better reader? * How does a particular literary character provide a model for living or how NOT to live?   **Informational:**   * Why is it valuable to tackle complex texts? | |
| **KNOWLEDGE**: | **SKILLS:** |
| **Students will know. . .**   * How to read on grade level within multiple genres. * How to read and comprehend sophisticated texts with the aid of scaffolding (grade 11) * How to read and comprehend complex works of literature independently (grade 12) | **Students will be able to. . .**   * Ascertain, identify and comprehend various genres on grade level. * Read and comprehend complex works of literature with the aid of teacher scaffolding (grade 11) * Read and comprehend complex works of literature independently (grade 12) |
| **CONTENT:** | |
| **Plays**  *Othello*  *Fences*  *Death of a Salesman*  *A Streetcar Named Desire*  *Macbeth*  **Novels/Short Stories**  Works of Edgar Allan Poe  *Ethan Frome*  *Great American Short Stories*  *Invisible Man*  *Native Son*  *The Adventures of Huckleberry Finn*  *The Age of Innocence*  *The Awaking and Selected Short Stories*  *The Bluest Eye*  *The Catcher in the Rye*  *The Color Purple*  *The Grapes of Wrath*  *The Great Gatsby*  *The Red Badge of Courage*  *The Scarlet Letter*  *The Sun Also Rises*  *Their Eyes Were Watching God*  *To Kill a Mockingbird*  **Poetry (authors)**  Walt Whitman  Kahlil Gibran  **Interviews/ Speeches**  Americanrhetoric.com  **Films**  *Kingdom of Heaven*  [*Citizen Kane*](http://www.filmsite.org/citi.html)  *The Color Purple* | |
| **VOCABULARY:** | |
| **connotation** – the implied or suggested meaning of a word or expression.  **didactic** – explicitly instructive.  **digression** – a temporary departure away from the main story line  **creative license** – exaggeration or alteration of objective facts or reality, for the purpose of enhancing meaning in a fictional context.  **euphemism** – the substitution of a mild and pleasant expression for a harsh or blunt one.  **fantasy** – a tale involving such unreal characters and improbable events that the reader is not expected to believe it.  **fatal flaw** – a negative character trait in the central character that brings about his downfall.  **invocation** – is an address to a God or muse whose aid is sought.  **motif** – a recurring subject, theme, or idea in a literary, artistic, or musical work.  **paradox** – a statement which seems on the surface to be contradictory; yet if interpreted figuratively, it involves an element of truth.  **pathos** – the quality in prose that evokes in the reader a feeling of pity and compassion | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biased influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Literature:**  **Performance Task:**   * Students will be given an independent reading project using complex plays, poems, short stories, etc. Students will complete a series of guided questions, participate in literature circles in class, and create a power point presentation in which they demonstrate sophisticated explanations of the text. * View a movie and write a review of major cinematographic elements, plot and literary merits   **Informational:**   * Outline the arguments presented in the most recent State of the Union address and evaluate the use of rhetorical techniques by the President * Read and analyze a financial statement in order to make a conclusion of the financial condition   **Self-Assessment:**   * Students will write a reflection explaining the process that they were engaged in and the difficulties that they have encountered when working on an independent project in English class. * Students will complete a review of their class portfolio highlighting strengths and weakness and progress * Select a work from class portfolio to be critiques, developed and revised | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Prepare a list of criteria to judge a work of literature as compared to another text or multimedia format * Indicate priority and ratings for elements or information in works of literature/information * Conduct a debate about an issue of special interest to convince others. * Make a booklet of about 5 important elements or to track a character’s development or changes of issues you deem important. * Form a panel to discuss social issues, views, or special topics e.g. "Learning at School." * Write a letter to ... advising on changes needed at… * Write a half yearly report on a significant literary change, issue, your progress, etc. * Prepare a case (research, information, and outline) to present your view about a topic or issue. | |
| **TEACHER RESOURCES:** | |
| *The English Teacher’s Companion* by Jim Burke  [www.readwritethink.org](http://www.readwritethink.org)  [www.pbs.org](http://www.pbs.org)  [www.amnestyinternational.org](http://www.amnestyinternational.org)  *Understanding By Design* Grant Wiggins  *Strategies that Work*, by Stephanie Harvey and Anne Goudvis | |
| **TECHNOLOGY INTEGRATION:** | |
| Power Point presentations  Blogs  E-databases | |